

**Questions and Solutions:  
The Problem-Solving Process and Interventions  
for a Continuum of Services**

**Session 7**

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# Questions and Solutions: The Problem-Solving Process and Interventions for a Continuum of Services

7\_Session\_1\_Breakout\_2\_2013\_04\_10.mp3

Break-out Session 2

10:00 am - Noon

Got Problem Behavior?

Choose Your Own Adventure: Navigating Critical Choice Points to Reach Your Destination.

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The College of William and Mary  
Training and Technical Assistance Center (TTAC)

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Virginia Commonwealth University  
Training and Technical Assistance Center

00:00:00

Mr. Hale: Good morning. We ask you fall silent please. I'm Steve Hale, one of the VTSS coach consultants. And it's gonna be my pleasure to introduce to you your speakers this morning for the behavioral component that they're gonna talk about. There has been some preliminary work done from our offices to, and working with the TTAC staff now to incorporate behavior into the Virginia tiered system in it so that we're not just math and reading. And it's my pleasure this morning we have two highly qualified speakers. We have Butler Knight from the college of William and Mary. And we have Kara McCulloch from Virginia Commonwealth University. And I'll just turn that over to you guys.

00:01:00

Ms. McCulloch: All right bare with me and let me get this organized. [Tape cuts]... Can you hear me now? Okay, I detest these things. Anyone who has worked with me before knows I hate microphones. I feel like you can hear me breathing. So and that's a pet peeve of mine it make some kind of weird. So if you hear me breathing or it's bothering you just tell me and I'll move it. Okay my name is Kara McCulloch, I have with me Butler Knight and a whole lot of other TTAC personnel. If you are TTAC or DOE in here raise your hand.

00:02:02

Ms. McCulloch: So there are a lot of us, so please pull from resources. There are a lot of people in here much more qualified than myself to be speaking, so pull from them. They're probably sitting at your tables. I am a behavior specialist, we use that term a little loosely at my TTAC but before that I was a teacher like many of you. And I want to

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know who we have here, so if everyone will please stand up. I know, and you might as well get used to it cause we're going to be moving and doing a lot of stuff today so just bare with me. If you are an administrator sit down. Oh good, we love administrators, all right if you are a classroom teacher sit down. Okay good, guidance counselor, school psychologist, central office personnel. Who am I missing?

00:03:00

Ms. McCulloch: Reading specialist, all specialists, everyone who is special sit down. Okay, okay so we have a pretty diverse group, which is awesome. I want to take you through what you have on your table. You have a lot of stuff on your table, you probably noticed it. The most important thing on your table is the candy. And we put a lot of that around, and we have extra so if you need that just raise your hand and we'll bring some more. Okay, we also have toys on your table because some of us are really ADD and we have to fidget all the time. So we have those available for you as well. There is markers and stuff in the middle, but what I want you to notice right now are your materials that are directly in front of you. And that's in this packet right here. You will notice that we did not have handouts available for you because we wanted to have all of that waiting in front of you. Or we just weren't quite ready until the last minute, I don't know which one it was. You'll see that you have a windowpane of Ah has, that's gonna be one of our note takers.

00:04:00

Ms. McCulloch: But the thing that is behind it is the most important and that's your workbook. We did not provide you with a copy of the PowerPoint, this is what you'll use to take notes. It corresponds with the PowerPoint slides, and it is in correct order I believe. So you can use this throughout the presentation, but you do not have a copy of the PowerPoint. The last thing that you have in that packet is this action planner. And Butler will be taking you through that at the end of the day. So those are the three things you have in front you. you also have other materials that you'll use that are in the middle of your table but we'll guide you with those as it's appropriate. So to get started I'd like you to go ahead and turn to page two in your workbook.

00:05:00

Ms. McCulloch: ...But before we do that I want to see who my over achievers are, those of you who got here early and were paying attention the rolling PowerPoint that was going on to begin with, I asked you to do two things. One of those things was to get a name tag and write an adjective describing how you're feeling, if you did that raise your hand. Awesome, okay if you did that as well as, which was the second task to write your email, actually print it's very specific, print your email on this piece of paper. Stand up if you did both of those things. Okay good, I want you to raise your right hand, bend it like this and pat yourself on the back because you are over achievers and you guys are

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awesome. I really do need you to especially do the second thing. If you're feeling a little bah humbug-ish and don't feel like putting your adjective, that's okay we'll automatically know what that is already. But I definitely need you to put your address up here and I'll explain why in a little bit, okay.

00:06:05

Ms. McCulloch: Okay we have a lot of group note takers, you guys are actually the experts and you're going to be generating a lot of ideas and sharing those. And we want to make sure that we email those to you afterwards. Everyone's ideas so that's why we ask for your email, so go ahead and put that up there at one of the various breaks that we have. We're gonna go ahead and go through the expectations for today, and you'll notice those listed on the top of page two. We have a lot of group activities that we're gonna be doing, so it's really important that we pay attention to these expectations. Number one is please listen for the attention getting signal. We know you have a lot of important conversations that are going on about either this content or something else, but when we ask you to come back please do. We're gonna do two, one of those you can use for elementary and it's the trusty if you hear me, if I, oh I lost it. If you hear me clap once, if you hear me stomp twice, some variation of that. So let's practice that, who is in elementary and knows it?

00:07:01

Ms. McCulloch: Okay, PE teachers use this all the time. I used to get annoyed as a classroom teacher but I'm okay now cause I use it. All right so if you can hear me clap once. If you can hear me stomp twice. All right, we'll use that one. The other one that we're gonna use is a choral response, I'll start at five and I'll go, five, four, three, two, when I get to one for those of use who are basketball fans who watch the, the tournament any Michigan fans in here? That was very sad, and then the women's game of course last night. So we're gonna go five, four, three, two, and then you're gonna go whoosh. Okay so we're gonna attach a little action with it, so five, four, three, two whoosh. Those are our two attention getting signals that we'll use, cause we have to transition a whole lot back and forth today. Obviously you guys are adults, if you need to go to the bathroom please go. If you need to make a phone call please do that, we will not take a break in these two hours. But we will get out on time because it's lunch time and that's the most important part of the day.

00:08:00

Ms. McCulloch: Be respectful of those around you, silence your cell phones, keep your side bar conversations to a minimum or at least quiet. If you have questions which maybe we'll maybe want, but we want you to ask them at any point during the day. What we want you to do though is take a post-it and put it up here, and we can try to answer those for you as they come up. And that way we won't interrupt the flow of

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what's going on. And the last and most important is please know your role, we're going to have group roles, everyone is gonna have a role, we'll rotate through those throughout the next two hours. And it's really important that you take those seriously, and that's what we're going to go to next. So if you'll notice at the bottom there is a group role sheet. I mean a group role, a group role cheat sheet. Also in the middle of your table there is a yellow piece of paper that has those group roles identified. Can I have a volunteer to read the first one of the facilitator?

00:09:00

Ms. McCulloch: Oh that's awesome, do you want a microphone, you want a microphone? Okay.

Respondent: All right the facilitator is, the facilitator ensures that the group moves smoothly through the task and he or she syncs information. [Inaudible, 00:09:17] and summarizes the main points of discussion. Tis role is very important. because the facilitator leads the group through the task.

Ms. McCulloch: Okay thank you what's your name?

Respondent: Benny.

Ms. McCulloch: Benny? Thank you Benny, Benny gets a book Responding to Problem Behaviors in School. Give Benny a round of applause please. It takes a lot of guts to speak in front of a group of people, much less read in front of a group of people and he was our first one. And Butler will talk a little bit more about that book in a little bit, okay so the facilitator really is in charge of the group. That person is gonna make sure everything is running smoothly. Can I have a volunteer to read the recorder? Do you need a microphone? Nah, no she goes.

00:10:02

Respondent 2: The recorder writes down the work of the group. This can involve writing words or sentences, drawing pictures of physically taking notes. This roles is very important because it is very important to keep a record of the work done.

Ms. McCulloch: Okay the recorder is gonna be pretty important because we're gonna be doing a lot of things that are gonna need to go up on these group note takers. So try to make sure your handwriting is at least legible. She's, the pink back there. Oh yes we do want to acknowledge. What's your name?

Respondent 2: Megan.

Ms. McCulloch: Megan, will you please stand up? Everyone give her a little around of applause. Okay, so we need to make sure your handwriting is at least legible so that we

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can read it when we're trying to translate this and email out the note taker. All right what about for time keeper, volunteer?

Respondent 3: All right this person takes on two roles, first of all they're responsible for keeping up with time. It's very important that the group is aware of how much time they have to complete the task as well as monitoring when the time goes short.

00:11:07

Ms. McCulloch: Okay so it is just one role, I'm sorry. So you're just gonna be in charge of keeping up with the time. We do not have a clock in here but I'm sure everyone has their cell phone right? If you don't have one I'm sure someone at your table does. All right, what was your name?

Respondent 3: Christie.

Ms. McCulloch: Christie, okay Christie gets another book. Okay can I have a volunteer for reporter? Go ahead.

Respondent 4: This person is responsible for reporting back the work of the small group to the teacher or the larger group, this role is very important because this communication to the large group is crucial in the learning process.

Ms. McCulloch: Okay we're gonna have a couple of instances where you're gonna have to report back to the large groups, so make sure you're comfortable speaking in front of a large group. What was your name?

Respondent 4: [Curren ?].

Ms. McCulloch: [Curren ?], that's a cool name. Thank you Curren. Round of applause for [Curren ?]. All right last role can I have a volunteer to read the encourager?

00:12:02

Ms. McCulloch: Peach shirt right there.

Respondent 5: This person is responsible for keeping the group motivated and on task. The encourager acts as the cheerleader as the group uses their various tasks to provide information. This role is very important because it is crucial the, the group stays on task as time is limited.

Ms. McCulloch: Okay this is my favorite role, okay this our cheerleader, and you don't, and we don't have the stereotype. But I do have stickers on the middle of your table, and you're gonna pass them out because that's fun. And even if you're in high school you're gonna be okay because everyone loves to get a sticker. Okay, what was your name?

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Respondent 5: Robin.

Ms. McCulloch: Robin?

Respondent 5: Robin.

Ms. McCulloch: Okay thank you Robin, give Robin a round of applause. Okay so tell me what you noticed about the number of hands from the beginning of when I asked for volunteers to the end of when I asked for volunteers Did they increase? Yeah, okay so pay attention to that as we keep going.

00:13:00

Ms. McCulloch: All right, so I want you to take two minutes in your group to determine what your role is gonna be. Now here is the catch, we have on a lot of our tables more people than there are roles. But that doesn't mean that you're off the hook, because we're gonna switch roles halfway through. So make sure that everyone at your table has at least one role throughout the next two hours. So take two minutes to determine who are gonna be, what role you're gonna have now and what role you're gonna have when we rotate. All right? Start.

00:14:00

Ms. McCulloch: ...Not so harsh, okay thank you. What's ya'll adjectives? What's your adjectives? That's pretty creative. Okay that's awesome. Stressed, oh I'm sorry, immersed, elated, you better do one Benny.

00:15:00

Ms. McCulloch: ...Just the facilitators I'm gonna see who they are, just one piece. Just oh I'm sorry.... Okay. Five, four, three, two, good job.

00:16:00

Ms. McCulloch: All right let's talk about what we have, if you're an encourager raise your hand. There should be one at every table. There should be one at every table. Okay, if you are a reporter raise your hand. Recorder. No I said reporter first, and then I said recorder I'm sorry. Time keeper. Okay, now who are my facilitators, put both hands in the air if you're a facilitator at the table. That takes a lot of guts. I think you deserve a little extra chocolate so Butler will bring that around cause you're the first one. Yeah, keep your hand raised until you get chocolate please. Okay so turn to page three in your workbook. Let's talk about how this relates to what you did yesterday with the problem solving model. Okay, we have our three circles that we use in PBIS, which is what I work primarily with.

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00:17:01

Ms. McCulloch: We always start with the data, okay. We always start with the data. We have to define what are those predictable problems? Raise your hand if you're here because you have some sort of problem behavior in your school. Okay, good. Everybody has some sort of problem behavior, absolutely okay. But once we determine what that problem is we can identify hypothesis or our goal. And from there we can look at practices, which is what today is all about. Identifying practices to support student behavior, to support student academic needs. Okay and we're going to be focusing on behavior, and the first step of that is to identify those predictable problems, which is what we're gonna do right now. You'll notice that at the top of page three you have a box, what are the predictable problems in your school? Now I'm not talking about those major problems, okay a kid brings a gun to school, or a fight breaks out in your room. That's not the problems I'm talking about, I'm talking about those every day day-to-day problems that cause so much difficulty for you.

00:18:03

Ms. McCulloch: So I want you to think about your classroom, your division, your school, what are those predictable problems that you see on a day to day basis. And we're gonna take two minutes in your groups to brainstorm around what those problems are. So everyone put your hand in the air, if you're comfortable with your role to this point and you're clear on what we're gonna do in the next two minutes give me a thumbs up. If you need a little more direction give me a sideways. Okay, all right we'll take two minutes, know your role in your group and discuss what are those predictable problems? [Tape cuts]...Okay we have about 15 seconds.

00:19:00

Ms. McCulloch: Butler, she's passing out stickers. What's your name? [Tisch ?]. That's awesome. Okay if you can hear me clap once, if you can hear me snap twice. Yeah pay attention, snap that's right. Okay, let me hear back from you. some of our reporters what were you hearing in your groups? What are those predictable problems that you're facing in the classroom, who wants to go? Anybody, let's start here.

Respondent 6: Blurting out.

Ms. McCulloch: Blurting out, that's very disruptive.

Respondent 7: Defiance.

Ms. McCulloch: Defiance, yes ma'am.

Respondent 8: Attendance.



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Ms. McCulloch: Attendance issues.

Respondent 8: Tardies.

Ms. McCulloch: Absolutely tardies. Are you secondary?

Respondent 8: Yeah.

Ms. McCulloch: Yes of course you are.

Respondent 9: Start a task, putting head down, asking to leave the classroom.

Ms. McCulloch: Asking, avoidance, avoidance. Chris?

Resp. 10: Disrespect.

Ms. McCulloch: Disrespect that's my favorite, okay.

Resp. 11: Motivation.

Ms. McCulloch: No, lack of?

Resp. 11: Lack of.

Ms. McCulloch: Lack of motivation.

00:20:06

Resp. 12: We got dress code.

Ms. McCulloch: Dress code.

Resp. 12: Hallway noises.

Ms. McCulloch: Hallway noises.

Resp. 13: Transitions.

Ms. McCulloch: Are transitions a problem for everyone? Yeah absolutely what about up here?

Resp. 14: Lack of motivation and also a lot of professional disorganization.

Ms. McCulloch: Disorganization, I have a middle school daughter that's like sort of our life.

Resp. 15: Off task behavior.

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Ms. McCulloch: Off task behavior, can everyone identify pretty much with what everyone else is saying? Yes we have a lot of common ground here. And does behavior impact learning? Absolutely, which is why you're here. Okay, which is why you're here. We get a lot of requests to come out to schools to handle mostly like disrespect, defiance. We get a lot of requests to come into individual classrooms because we're dealing with a student who is exhibiting a lot of problem behavior. And inevitably we end up delivering the same message everywhere we go, and it's a pretty hard message to deliver.

00:21:04

Ms. McCulloch: What do you think that is? That the control, that the solution lies within you as classroom teachers, that's really hard to deliver when you're going into a classroom because it's really frustrated to be in a classroom and to be facing these problem behaviors on a day to day basis. How many of you have a spouse or a partner or a teenage kid that has a tendency to drive you insane with some of their behaviors? Right? Okay, we all have someone or something or some, a child in our life that can drive us a little bit crazy. Would you love to control their behavior? And make them behave just like you want them to? Absolutely. Can you? No. What can you control? You can control your reaction. What else can you control? One more thing.

00:22:00

Ms. McCulloch: I'm sorry? The environment. Okay, you can control your reaction and you can control the environment, and that's what we're gonna be talking about today. We're gonna be talking about putting things into place, putting practices into place, cause that's what today is all about that are proactive and preventative. Things that will set our students up for success because we ultimately have no control over their behavior. We have no control how they come to us, what skillset they've learned from home which I hear all the time. We only have control of our classroom and our reaction. So when we think about our goals, which are the bottom of page three under the outcomes, I want you to write these two things in that section. We only have two outcomes for today, number one write this down, we're gonna identify eight effective classroom strategies....

00:23:00

Ms. McCulloch: The second thing we're gonna do is plan for implementation, that's number two. Plan for implementation, those are the only two goals we have for you as participants today. Identify some strategies that are gonna work in your classrooms, and then plan for implementation. If you have other outcomes that you are, or needs that you have based on your situation please feel free to write those on a post-it, put those on the parking lot because we want to make sure we're addressing those too. We'll try to address them today, if we can't put your email on there. We'll shoot you an email and we can talk after and make sure we're addressing your needs. So thumbs up or thumbs

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down, how are things going for you? Do you feel like you're on track with your role, that the group activity went okay? If things are feeling okay give me a thumbs up if you need a little more direction or some more guidance on that give me a sideways. Is everybody okay? Okay let's move on. Turn to page four in your workbook.

00:24:01

Ms. McCulloch: I want you to take just a minute silently to scan over this information. You'll notice the ABC chart, that's what I'm talking about. So take one minute to silently scan this....

00:25:00

Ms. McCulloch: We know when looking at behavior change we can't just look at the behavior and change it. So if you have a student who is let's say you have a student who is exhibiting a lot of defiant behavior, as educators we can't just say oh I hope we can't just say oh that's just Damien. Damien is just defiant. He's just defiant, that's just who he is. That's not what we do when we look at our goal, which is to change student behavior. We have to look at those things that happen before, and we have to look at those things that happen after. So much of the time in education we tend to focus on the after, right? Because in our classrooms that's all we seem to have time for is the reaction. Well he's defiant so what am I gonna do? He's disrespectful so what am I gonna do? He's off task so what am I gonna do? And that's where we tend to put the bulk of our efforts. Today we're really looking at switching that and putting the bulk of our efforts in those, on those proactive and preventative pieces.

00:26:02

Ms. McCulloch: Which is the first column, the left column on this chart. The antecedent behaviors, because that's where you set yourself up for success. The more work you put into those strategies, those practices, the less you're gonna have to react to behavior. So that's what we're gonna focus on for the next hopefully just 45 minutes. We're gonna look at introducing six proactive preventative strategies, and we're gonna use the windowpane sheet of paper to guide you as we introduce those. So for the next 45 minutes you're gonna be using your workbook as well as the windowpane activity. I want you to get that windowpane activity and hold it high above your head so that I know you have it. Okay good you can put it down. The way this is organized is by strategy, so we're gonna introduce a strategy. We're gonna give you some content related to that strategy, we're gonna give you some time to either do an activity or react to the strategy, and then that's where the group note taker is gonna come in.

00:27:01

Ms. McCulloch: Okay so we're gonna record ideas on this windowpane that you're generating around the table because you guys really are the experts. Once you record

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those ideas you're gonna identify your top three favorite, your recorder is gonna put them on a post-it, and you're gonna put it up on the big post-it paper that's over here on the glass wall that corresponds with whatever strategy we're introducing. The first one will be expectations and rules, but we'll go through that as we get to that portion. So just know you need your workbook and your windowpane activity in front of you. okay, so let's talk about the first strategy, which is establishing classroom expectations and rules. How important are expectations and rules? Often times we take for granted that students are gonna walk into our classroom and just know what we expect, okay. And it would be awesome if they did, it would be awesome if their home life was such that they had the same expectations at home that we have at school.

00:28:00

Ms. McCulloch: But that's not often our reality, and we shouldn't just assume that they know. We have to define what expectations are, and expectations are very general. Those are general expectations, they're very broad. Things like we want to be respectful, we want to be responsible. We want to be safe. You'll notice that on the rolling PowerPoint for my over achievers, raise your hand again who were the over achievers in the beginning. You noticed that one of those was to be respectful, please silence your cell phones. Okay we want to set them up for success and tell them what we want. So we're gonna be respectful, we're gonna be responsible, we're gonna be safe, and then we're gonna align specific behaviors that show what that means. So we're gonna show that we're safe on the playground by walking from one piece of equipment to the next. We're gonna show that we are respectful in the cafeteria by using a quiet voice. Whatever it is that aligns with what your data shows that's what you need to do. A specific behavior to show how to meet those expectations in your classrooms it's very nice to align those with the school wide expectations, and to keep them the same.

00:29:04

Ms. McCulloch: And to keep them brief, this is an elementary school example that was actually at the elementary school I taught at however many years ago. We were the shamrocks, which is actually really hard to come up with a mascot, I mean with that name so what do shamrocks do? There is really not much you do, so we rocked, the shamrocks rocked. So we respected ourselves and others, we owned our attitudes, we choose to be responsible and we keep it safe. What we did in our classrooms was we left those blank so the classroom teachers could align. Because the reality is whether you're high school, middle school or elementary school you all have kind of the same expectations. We all want our kids to be responsible, we all want our kids to be safe and respectful, and it's about aligning those behaviors underneath. So that's what we did for that. The next thing, and this is probably one of the most important things are the procedures and routines. How many of you had a behavior management course in college?

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00:30:01

Ms. McCulloch: We all did, did it necessarily prepare you for creating a very well oiled machine in your classroom? No, and this is the piece that we often forget, when we go in classrooms and do those individual consults this is the piece that is often missing. It's those routines and procedures, it's things that make the day flow. When you think of that as a classroom teacher, or as a principal when you see classroom teachers getting frustrated on a day to day basis it's, it's typically over the same thing. Kids don't know how to line up, they can't line up, or they don't know what to do in the hallway, or they're always late, or they don't know what to do with their homework. It's those routines and procedure that make things run smoothly, and when they, those don't go well you have to disaster. I'll tell you a very quick funny story cause it's my favorite. I have a niece, and my niece is precious. Her name is Eleanor and she has red curly hair, and she is very prissy and I love her very much.

00:31:00

Ms. McCulloch: And I went to see Eleanor, and she was about, I think she was about two and a half at the time. And my sister answered the door, and my sister is opposite of me. She's pretty laid back and kind of calm, not ADD like me at all. And she's usually pretty mild tempered but today she answered the door and she had Eleanor on her hip, Elle we call her and my sister's jaw is cocked. And you know, when somebody's jaw is cocked they're probably not very happy. And her hair is a little frazzled, and I kind of look at her and she just holds the baby out, and she says take her. I said okay, so I took Elle and I said, Elle what did you do? And she just kind of looked at me, her eyes were really big. I said is mommy mad, and she just shook her head. So my sister came up to me and she goes your niece, and you know whenever it starts like your something. She was like your niece, you would not believe what she did with her shoes. I'm like what did she do? And Elle just kind of put her head down. She had these really cute pink patent leather shoes cause my sister dresses her like this, and they were precious. And she said, she ruined her shoes.

00:32:00

Ms. McCulloch: And I was like, Kelly this is so not a big deal. We'll get, I'll buy her a new pair of shoes. And she's like no Kara, she's like you wouldn't believe what she did with her shoes. And I'm like okay what did she do? She was using them as a ladle. and I'm like what do you mean? She was picking water up and dumping it out, and picking the water up and dumping it out, and I'm like this is not a big deal. She's like no Kara it gets worse, she said it wasn't just any water. I said, what water? She said it was potty water, and I said oh no. And then it, and she said, no Kara it gets worse. She said, it wasn't just any potty water but it was water that she had just used the bathroom in. And I'm like oh no. So this is one of those moments in your life, you know those moments when you think is this really my place to say anything? Does she want my opinion or just am I just

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supposed to be that shoulder to listen, you know, to cry on or whatever? And because I'm her older sister I didn't listen to the voice of reason, so I said, well Kelly did you think about, did you really teach Elle what you wanted her to do with her shoes?

00:33:03

Ms. McCulloch: Did you practice it, did you tell her what do with her clothes? Did you practice it? Which then prompted my sister to give me a not so nice gesture with her finger, but really the reality is do we set yourself up for success? Not always, and when we don't we have disasters like potty water right? So what I want you to think about now is in the two blocks at the bottom of page five, what routines and procedures are established in your classroom or in school? and what routines and procedures could be put in to place to make things run more smoothly? And these are the things that we have outline here like, how to enter class, how to predict the day. What to do if you don't have materials or if you need help. How do you know when, how does the teacher now when you need to go to the bathroom? What do you do if something is late, or if someone is bothering you. We already established our attention getting signal. That's making things run much more smoothly than if I were just standing up here going guys I need your attention, I need you attention okay.

00:34:02

Ms. McCulloch: What to do with transitions. This is a secondary example of what to do when turning in assignments. The last person in each row passes their papers to the person in front of them. The next person does the same, the first person in each row passes the papers to the right, and then the last person takes them all up and puts them in the basket. That's gonna make sure that every time when you're, your assignments are done all the papers are gonna be turned in. You're gonna know if you didn't get the paper from behind you and that's gonna take a headache away from the teacher. Once you do that you can align it in a matrix such as this. You have school wide expectations, be respectful, be responsible, be safe, and then you have your routines and procedures aligned across the top. So what are our class wide expectations, and what do we do on arrival? When we're in cooperative learning groups what do we do if we're at independent seat work or in our whole group. So I'll leave this up and I want you to take two minutes with a partner, not as your whole group, with a partner to identify in that chart what things are working well as far as routines and procedures in your school.

00:35:03

Ms. McCulloch: And what do you think you can improve on to make things run more smoothly. Time keepers if you will still help me keep up with the time I would appreciate it. You may start your two minutes now....

00:36:00

## Questions and Solutions: The Problem-Solving Process and Interventions for a Continuum of Services

00:37:00

Ms. McCulloch: ...Okay we have about 30 seconds....

00:38:00

Ms. McCulloch: ...Okay, five, four, three, two, oh we gotta try it again you guys are delayed. Five, four, three, two, nice job. We missed it? Okay, I need a volunteer to read the directions for the windowpane of ah ha's please at the top of page 6. Yes ma'am.

Resp. 16: The big windowpane of ah has, if your group take two minutes to brainstorm ideas around the content we just explored. What works for you and things you want to try? Record those ideas on your windowpane, recorder, record three of the group's favorite ideas on one post-it.

00:39:04

Resp. 16: And post it on the big post-it paper with expectations, routines, procedures listed on the wall.

Ms. McCulloch: Amy? Amy has the most unique adjective of the room, you want to tell them what it is?

Resp. 16: I'm Sara-esque today, I checked out today and they said yes Sarah you can check out.

Ms. McCulloch: So she's feeling Sara-esque, all right everybody give Amy a round of applause please. Okay, so what I want you to do is I want you to complete your windowpane of ah has. I want the recorder to put the three top, your three favorite ideas that you've heard. You know, what it is that you're doing at your schools as far as expectations, rules, routines and procedures. I know at our school we had a great idea we asked our picture people if they would want to sponsor us, and or was there yearbook. Both, I've had schools that have used both picture people or yearbook and they actually did our posters for free for our school wide posters and they did the classroom teachers' posters for free because they wanted us to give them our business.

00:40:04

Ms. McCulloch: So that worked out for us, so what are things that you're doing around your school or things that you might like to try related to rules, routines, and procedures? Put those on the post-it and place it up here on the expectations, rules big post-it paper so we can compile our large note taker. You'll have two minutes to complete this activity, so remember your roles. Give me a thumbs up if you're okay, or sideways thumb if you need more direction. Okay go ahead and get started....

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00:41:00

Ms. McCulloch: ...All right you have one minute....

00:42:00

Ms. McCulloch: ...Okay if you can hear me clap once, if you can hear me clap twice, I hear some really nice conversations. I should have eleven little post-its up on my expectations and rules big post-it paper. So if you're the recorder take that post-it and walk it up and physically put it on the big expectations, rules post-it paper. Huh? I'm sorry? Yes, you know but, okay. Will you give them a book Butler, will you get her a book in the green shirt. Okay let's move on. Solid green, you're encouraging? Don't be a perfectionist, oh it's Melissa she is perfect. Okay let's move on. So once we've established what we want of our students, we've established expectations, we've taught them specific behaviors.

00:43:08

Ms. McCulloch: We've looked at routines and procedures is that enough? No, if a student walks into your room and they don't know how to read what do you do? You teach them to read, if they walk into your room they don't know how to do algebra what do you do? You teach them, if a student walks into your room and they don't know how to behave what do we do? We send them to the office, okay. We send them to the office. We have to teach behavior in the same way that we teach academics. Okay, we have to really look at that, but why don't we do it? What are our barriers? There is a lot of them, okay and that's what we're gonna focus on next. I want you to look at the directions for collective brain writing on page six. Each of you will take one sheet of paper from the center of your table.

00:44:00

Ms. McCulloch: They are yellow, they are half sheets, if you see them hold them up. Write down on barrier that you face or that the teachers in your school or division face when thinking about teaching behavior in the same way you do academics. So what is going on? Is it time? Is it with-it-ness, okay what is it? What is the barrier that you are facing or your teachers are facing when it comes to teaching behavior in the same way you do academics? Once you write down that barrier I want you to flip it over and put your name on the back. You will place the papers in the center of the table, and then you will alternate taking a paper that is not yours and writing at least one responsive idea or solution. So you'll place all the papers in the center, you'll grab a paper that's not yours. Flip it over, read what barrier it is that they're facing, and then try to generate some sort of solution or idea to jot down.

00:45:01



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Ms. McCulloch: We're gonna repeat that process until you have written five responsive ideas on a paper. Okay, so let me repeat. You'll write your barrier, put your name on the back and put it in the center of the table. You'll then take another sheet of paper and look at it, see what they wrote and see if you can generate an idea. We'll repeat this until you have written five ideas. The first group that has written five ideas and has their sheets back please stand up. No way, you've all written, you've all written five? Five, no five, no sorry you've written five. Five on each one, I mean no five, you have individually written five ideas on someone's, yes. Take someone else's, yes.

00:46:01

Ms. McCulloch: It doesn't matter, doesn't matter. I know and this shows me I need to clarify on my direction a little bit more. Solution or idea yes, this is awesome feedback. A solution or idea. You can pass it around this is good feedback, I know what I need to do differently now. Some teams are passing it around which is a nice strategy....

00:47:00

00:48:00

00:49:00

Ms. McCulloch: ...Raise your hand if you've written at least three solutions on a paper, have you written at least three? Okay good, now I want you to find your piece of paper and have it in front of you please.... Read over your answers and then I want you to take two minutes to discuss as a group and complete your windowpane activity. What are the good ideas that were generated around the table? What are some possible solutions to the barriers with teaching behavior?

00:50:04

Ms. McCulloch: Okay choose your three favorite on your windowpane after your discussion, put them on a post-it and put it on the big post-it paper for teaching expected behavior, we'll take two minutes to do that starting now. Yes Bridgette? By group, discuss what, you can look at your individual answers but most of you have similar barriers, or maybe not which would be a good discussion. But talk about some of the barriers, and then some of the possible solutions and then organize them how you want to. If you want to do it individually then put individual post-its up there if you want to share those....

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00:54:00

Ms. McCulloch: ...Thank you. Okay, guys we're gonna take about 30 more seconds. I'm hearing a lot of really good conversations....

00:55:00

Ms. McCulloch: ...Okay if you can hear me clap once. If you can hear me stomp twice. Thank you so much for your patience with that activity, I appreciate your feedback in asking for clarification. I know that I need to do that a little differently next time so thank you. I know identifying the barriers was very insightful for many of you, and it was insightful for me to walk around and listen to your conversations. But there weren't as many commonalities as I anticipated.

00:56:02

Ms. McCulloch: So we'll do that a little differently next time. Okay, so we're moving on to our next strategy, which is active supervision. We're on page seven in our workbook if you're not with me. Active supervision is pretty important, okay. And we need to understand why, I want you to take 30 seconds and you'll notice in that black right there, that box there are five blanks. I want you to try to generate five benefits for active supervision. You can do that quietly and independently and then we're gonna go through in just a minute. Just identify five benefits for a teacher to be actively supervising her or his students, what are the benefits to making sure you're actively supervising? What's gonna happen as a result of that?

00:57:00

Ms. McCulloch: ...You may only have one or two but I want to hear what you have, what are some of the benefits to actively supervising your students? I'm sorry? Everybody is talking, yes? Gain more instructional time.

00:58:02

Ms. McCulloch: Absolutely you can redirect off task students, more importantly you're gonna know who the off task students are. Absolutely it's definitely preventative, preventing problem behavior. To check understanding, that's right that's a good use of data. Same thing? Absolutely, you're gonna establish positive relationships, which you'll notice that's not one of the strategies that we are identifying. Because that's a, that we hope is a given that you understand is the most important proactive preventative strategy you can put into place is building relationships with your students, what else? Anything else? Actually, absolutely increase student engagement. Minimize behavior problems, how are you gonna know if students are meeting your expectations if you're not up and scanning them. What about safety? Did anybody put safety down?

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00:59:01

Ms. McCulloch: Safety is a big issue. I can't tell you how many student consults we've done. I went into one, and this was probably the most troubling one I've been in, and I went into a middle school classroom and the teacher was doing a nice engaging activity, it was cooperative groups. It was wonderful, I was very impressed, but then he was not observing his students at all and actually a very troubling bullying incident took place between three middle school girls that I observed but he had no idea it was going on. It was that with-it-ness that he didn't possess. And that's something that we need to make sure our teachers are doing, so let's look at what the components of actively supervising are, and that's at the bottom of page seven .first of all you have to be moving, you can't be sitting behind your desk and actively supervising your students. Okay obviously we know you've got work that's got to be done, and you're gonna have to be seated sometimes but you can't be there 24/7. It's not gonna work, it has to be continuous movement. You have to use proximity, that's one of the best behavior management techniques. We use it all the time.

01:00:00

Ms. McCulloch: You'll noticed I've stayed around this group back here because they are our trouble makers back here. Okay we use proximity all the time. All right, it has to be random and unpredictable patterns of circulation. Second thing we have to scan, and this is what that teacher that I just spoke of was not doing. He had no idea what was happening, so just because I'm up here I need to know what's happening back there at the back table. Because Kathy is out of control back there in the corner and we need to make sure she's under control. So I'm gonna visually sweep all areas of the room. I'm gonna make eye contact as appropriate, because we know that that establishes relationships when you do that. Last and most important you have to interact. You have to be friendly, open and have that helpful demeanor. Okay because that establishes relationships like what Jackie said, I want you to turn to the top of page eight and can I have a volunteer to read the directions for this activity please? Yes ma'am, back there in the orange.

Resp. 17: [Inaudible, 01:00:53 - 01:01:00]

01:01:00

Resp. 17: [Inaudible, 01:01:00 - 01:01:11]

Ms. McCulloch: Okay so I want you to read the following practice, I mean passage we're actually gonna decrease the time to two minutes so time keepers be aware of that. I want you to read the passage, underline according to the directions and discuss. You may start your two minutes now....

01:02:00

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01:03:00

01:04:00

Ms. McCulloch: ...About 15 seconds....

01:05:00

Ms. McCulloch: All right, five, four, three, two, okay. I know we're half way through, but we've got to be more energetic because we love basketball. Five, four, three, two, thank you. Okay, so let's talk about this one. I want you to take two minutes and do your windowpane of ah has, what are some conversations you were having around scanning? Okay active supervision, what can you be doing better in your classrooms? What would you like to try? Maybe someone at your table is a superstar at this, or they have a teacher on their staff who is fabulous at this, okay. What is it you'd like to try, your ah ha moments, take two minutes record those, and put it on your big post-it paper over here on the glass wall....

01:06:00

01:07:00

Ms. McCulloch: ...Okay you have 30 seconds.... Okay we're gonna try it again, five, four, three, two good job. Okay let's move on to our next version, we have 45 minutes so we're going to scoot through these next ones. This one is one of my favorites, opportunities to respond. What are our opportunities to respond? Have we provided any opportunities for you to respond today? How so? Swish, that was a response, and it incorporated movement what else? Thumbs up, thumbs down, have you done any partner work? Have you done any cooperative group work?

01:08:03

Ms. McCulloch: Have you been able to respond on your paper? Have you been able to use movement? Okay, have we been able to bring things up here and respond as a group? Choral response, individual response, volunteers, all of those are opportunities to respond. Okay, you look at the top of page nine, it includes strategies for presenting materials, asking questions, and correcting student's answers to increase the likelihood of an active and desired response. It's an instructional question, statement or gesture. It addresses the number of times the teacher provides academic requests that require the students to actively respond. Active, active, active, why do we want our students to be engaged? Less behaviors more instructional time, okay. The Council for Exceptional Children recommends that if you are introducing new material you allow for four to six responses per minute with an 80 percent accuracy rate.

01:09:02

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Ms. McCulloch: That's what they recommend, if it's previously learned material eight to twelve per minute with 90 percent accuracy rate. That's pretty hard to achieve okay but we have to try. I want you look at the directions for lecture reflections in that box, can I have a volunteer to read those for me please? Yes ma'am.

Resp. 18: Read the following paragraph independently and underline all of the opportunities [Inaudible, 01:09:26 - 01:09:45]. Place your post-it on one of the big post-it on the room labeled opportunities for response; this activity will replace your windowpane.

Ms. McCulloch: This activity will replace your windowpane, so because you guys are experts you've seen a lot of opportunities to respond done in the classrooms, in your schools what are you doing, are your teachers using white boards?

01:10:03

Ms. McCulloch: Do they have the [Centeos?], what are you doing to respond? What, what technology are you doing? So you're gonna read the paragraph, okay you're gonna underline all the opportunities to respond that this teacher provided, and then you yourself are gonna choose a post-it not your recorder. You're gonna record one opportunity to respond that you think is creative and works well, and put it on the post-its. Now the post-its are in a different spot because all of you are gonna be going up there, they're on this wall. Opportunities to respond right here and right here, thumbs up if you're clear on the directions, thumbs sideways if you need additional support for that. Okay go ahead and get started, you're gonna have, let's take about two minutes to do this. Thank you Stephanie thank you....

01:11:00

01:12:00

Ms. McCulloch: ...An alarm, awesome you're so efficient, you haven't even done a sticker, you guys are awesome.

01:13:06

Ms. McCulloch: Are you doing check-in, are they doing check-in, check-out doing the tier two stuff? Do you want to give them, they have this yet? Okay.... Okay, if you can hear me stand up, and repeat after me. I am awesome. Okay, you can sit back down. I'm just making sure you're still awake. Yeah you could say you are awesome too, that would be, that would be nice. Okay, let's move on to our next strategy, which is activity sequencing in choice at the top of page ten.

01:14:03

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Ms. McCulloch: I want you to take 30 seconds to scan the section at the top, which is activity sequencing and choice.... We know as educators that we have to address the issue of personal motivation, or the I just don't want to do it okay because we know we have those in our classrooms. So for those who can, for those who can do but chose not to we have to consider activity sequencing and choice. It goes back to those ABCs of behavior.

01:15:03

Ms. McCulloch: We have to really look at why they're choosing not and address that. Researchers show that students are more likely to engage with task and less likely to misbehave if the task is doable and if they're offered a choice, and that's where activity sequencing and choice come in. So activity sequencing is just what it says, okay it's putting tasks into place after those that have already been mastered in the assignments. And using behavior momentum, so if a student is given a task that is easier to complete and they complete that they gain confidence and they're more likely to try the next task. I have a friend in my office, Susanne who is brilliant, and she did an activity with us as a group on fixed mindset versus growth mindset in our, in our TTAC. And what she was saying is so many of us when faced with a task will give up because we'll just say well we're just not smart enough. Math is not my thing, I'm not smart. I can't do it.

01:16:02

Ms. McCulloch: So I thought about my daughter, my personal daughter who is 12, and a delight going into the teenage years let me tell you. But she's a really smart kid, and as a mom I've always wanted her to know that cause I love her, you know, she's my favorite I want her to think she's smart. And so I may not have always handled it like I should with my praise, and so when she is faced with a task that's more difficult she's always say mom I'm just not smart in that. And I was thinking about that as Susanne was telling us, and what she was saying is they did a research study when, when people were, when students were put to task and they were praised on their effort they were more likely to try something harder and work harder. Whereas if they were praised on just the, the, the task they were completing, so I tried that when I went home. And I was like okay Taylor, let's try, she was doing algebra, and she was faced with a task and she really couldn't do it. And I'm like well you, well you worked really hard on that let's try another one.

01:17:00

Ms. McCulloch: And for the first time in two years she was like, okay and she did it and there were not tears which was nice. And then independently she said, mom I think I'll try the next one on my own. And I just about fell down because I couldn't believe just praising on that effort and because she had completed the one prior to it, it had seemed a little easier for her. She was able to take on the next one, which is this. If we can

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purpose embed it, so if you have students who are struggling academically, who are struggling with behavior and they're not willing to take on the task, if you will embed something that's a little easier prior to the harder test they're gonna be more likely to do this. And it goes back to those mindsets, also offering choice. We as adults know we would much rather be offered choice than to be told what we have to do right? Okay, students are the say, so what I want you to do is turn to a partner and discuss the following questions, and this is in the, I mean the following question in the middle of page ten. How can activity sequencing and offering choice increase student motivation?

01:18:00

Ms. McCulloch: How can it increase student motivation? Take 30 seconds to discuss this....

01:19:00

01:20:00

Ms. McCulloch: ...Okay, five, four, three, two, go ahead thank you basketball fans. Okay we're gonna skip the windowpane for this one because I'm thinking about a lot of what you're gonna have to say and the ideas you would generate around this are gonna come out in the next one, which is on task difficulty. We're on page 11, but before we do that we need to rotate our roles really quickly. So our second-rounders, who are our second round facilitators? Second round facilitators? Okay, who is our second round recorders, they're recording? All right who is reporting out if we need to do that, reporting?

01:21:03

Ms. McCulloch: Time keeper, and most importantly who are our second round encouragers? Who, all right if you're the encourager keep your hand raised, Butler is gonna deliver some extra chocolate to the encouragers. All right, if you can hear me clap once. If you can hear me snap twice. We're gonna, keep your hands raised if you're the encourager Butler is gonna deliver candy very quickly for those extra, the encourager right, the next, the new encourager yes. You can have candy too if you want it. Okay, we're gonna do a quick response thumbs up, thumbs down so get your thumbs in the air. I want you to give me a thumbs up if you agree with these statements, or a thumbs down if you disagree.

01:22:04

Ms. McCulloch: First statement, many behavior problems are the result of a mismatch between the task and student skills or strengths. Thumbs up if you agree, thumbs down if you disagree. Okay good, second statement, when faced with behavior problems teachers immediately look at their own practices to see what could be changed to

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support student behavior. No we don't? Okay, second one, I mean third one and last one. There is no time for teachers to differentiate. Thumbs up if you agree, thumbs down if you don't, sideways that's interesting. Okay, so right now we're gonna be talking about task, task difficulty and differentiation, okay we know that many behaviors are results of the mismatch between the task and the student's skills or strengths.

01:23:02

Ms. McCulloch: Think about you as an adult, who has put together furniture, or kids' Legos my son, oh my gosh. I can't, I have not done the Ikea furniture route, but I tell you what I think the 2,000 piece Lego that my son received for Christmas right rival that, okay. When we're faced with a task that is hard or out of our skillset what do we do? We postpone, I postpone the Lego is still sitting in my living room floor in a nice little box. I keep saying I'm gonna do it when I'm watching TV or something. I haven't done it yet, it was Christmas. What else do we do? Okay, we rush through it. It may not be completely correctly do we have students who rush through their work? Absolutely, so we put it off. Now we can put things off as an adult, can students put off a task in class? No, what do we do? We send them to the office, okay what else do we do? Do some of us get defiant, Tom?

01:24:00

Ms. McCulloch: You get your wife to do it, because women do things much better than men is that what I'm hearing? All right, so we need to consider these things when we consider task difficulty. In your book, or I mean in your workbook I want you to look at page 11 at the chart. There are three things that we need to consider when we think about task difficulty, assignment length or time, the way the student responds and then the amount of instruction or practice they are receiving. And you ask yourself these questions, so will the student be able to complete the assignment if the time or assignment length is adjusted? If so then there are some options below that that can accommodate that. Could the student do the work if the mode of responding was altered? If so, then there are some accommodations below that, and lastly will the student be able to complete the task if he or she has more instruction, guided or individual practice? If so then there are some opportunities, there are some reinforcements under that.

01:25:01

Ms. McCulloch: What I want you to do is think about these things, look at the chart, talk about what it is that you can do to differentiate in your classrooms. And complete your windowpane activity, we're gonna take two and a half minutes to do this cause we need to move on. But I know you have some really good conversations, and ideas to share. So go ahead and take two and a half minutes, remember your new roles. If you're not



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clear on your new role raise your hand and we can come support you on that. Okay go ahead and get started....

01:26:00

01:27:00

01:28:00

Ms. McCulloch: ...You have about a minute.... They're back there in the corner, back there in the corner the task difficulty is the last one on the glass wall if your reporter is having a hard time finding it.

01:29:01

Ms. McCulloch: ...Okay, if you can hear me clap once. If you can hear me snap once. Good job, all right so turn to the person to your right, give them a fist bump. Do you know what a fist bump is? Turn to the person to your left, give them a fist bump. All right if you can hear me clap once. If you can hear me clap twice. I thought you knew what a fist bump was, I'm so sorry. I'm you know, germ thing I didn't want anybody to, I didn't want to give high fives because there is a lot of sickness. Christie up here is spreading germs to everyone, we don't want sickness so we'll do a fist bump, it's safe. All right, so you guys did an awesome job with those first six, okay classroom strategy and then expectations. That's where you put the bulk of your focus.

01:30:00

Ms. McCulloch: Proactive and preventative, that's where it's at, but we know that regardless of all the proactive and preventative practice we put in place we're still gonna have students that don't respond. We want to change that behavior, so we have two more and we're not gonna take a lot of time on these, but there are two more that need equal emphasis, okay. The first one is encouraging, right. I want you to think about this first question, what type of reinforcement do we as adults receive on a daily basis? Raise your hand if you will go to work every day if you did not receive your paycheck, nobody? Actually had like two people in one, you would? Oh really? Give him a sticker. He's awesome, whatever. The rest of us like our money, okay. What are the ways your school reinforces for academic behavior? We get grades, that's a feedback that's reinforcement for some, for some kids okay. What are some of your thoughts on the parallel between academic reinforcement and social behavior reinforcement?

01:31:04

Ms. McCulloch: Does it change behavior? Yes, in fact it is what changes behavior. You know, we do PBIS work a lot of schools get caught up on the token economies, those are effective. But where it's really at, what really changes behavior is behavior specific

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praise. How many of you have received some sort of behavior specific praise today? Did it come from your family members? Cause if it did I want to be in your family, like who practices that on a daily basis? My husband would probably fall down if I was like oh Jeff thank you so much, that was so nice of you to do whatever dah, dah, dah. You're the best whatever, dah, dah, dah. I do try to practice a little bit of that but it's not in our natural nature. Okay we don't do that on a daily basis, but if we did wouldn't the world be fantastic? But it does change behavior, okay if we want to change behavior then you notice what you want from that student. You praise them as behavior specific praise and it changes.

01:32:00

Ms. McCulloch: All right I want you to look at the notes on the page, I don't have it in front of me, page 12. We're gonna skip the dinner party, okay we're not gonna do that. You'll notice that you have some notes on encouraging appropriate behavior. It's basically practicing behavior specific praise, there are some resources at the end of this packet that you can see that gives you more information on that. Minimum of four one ratio, if you want to change behavior so you have students who are exhibiting problematic behavior and you want to change the behavior, the ratio is actually 12 to 1 positive to negative. Okay, that's hard. That's really hard. All right, and the last one and the one that we tend to focus on which is why we're not gonna focus on it at all today are those strategies, what do you do when you have students who exhibit problematic behavior? What are your continuum of consequences? What do you have in place? How are you handling or managing minor behavior. Because really what you have in the classroom is minor behavior.

01:33:01

Ms. McCulloch: If it's identified as major then you are not the one that needs to be handling that, okay. And there needs to be clear distinction between the two, and how do we know when a minor turns to a major, and there are some resources there on page 14. You'll see the techniques to manage minor behavior, and then instructional responses to inappropriate behavior. A lot of what is there is what we've already been doing, proximity control, signal, okay. Redirection, reteach, providing choice, allowing for the student conference, that student voice and those student relationships are number one, okay number one. If you have a good relationship with the student you're gonna be less likely to have behavior problems. That's just common sense. All right, Butler.

01:34:00

Ms. Knight: ...Let's give Kara a big round of applause. She's a natural and what's, we're really lucky that she's here providing us with this great instruction. What's sad for me Kara is you're not in the classroom teaching our children, but you are working with our kids. So that's awesome. All right, thank you for that it was awesome. So we've really

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tried to focus on prevention because that's how we front end load our instructional environment so we prevent that problem behavior from happening to begin with.

01:35:01

Ms. Knight: And if we do that really really well we're reducing those classroom instructions that have brought us in here today, right? So, do you have the little clicker? It's okay. You ever find yourself in this predicament? When I got the slide it kind of scared me a little bit so I hope you're not gonna go dashing out the door because it looks so terrifying to be in this position. But I, I think sometimes it's not a choice point is it when we end up in this predicament with kids? How many of us are administrators again, raise your hand? Okay, so those behaviors that come to your office, I'm sure you ask yourself was this a choice point or an end point on the part of the teacher? Not so much on the part of the kid, so you're here because you're here on a behavior adventure. And you may have a couple of thoughts in your mind about what those behavior adventures are that you want to plan for so you end up with choice points and not an end point.

01:36:08

Ms. Knight: That looks a little precarious right? All right, so we're gonna connect some dots now in wrapping it up by looking at pre-correction, which is what we're pretty much focused on in terms of planning for that predictable problem. So that behavior adventure is that predictable problem. You have an article on your table called Using Pre-correction to Manage Inappropriate Academic and Social Behaviors. And you're going to become an expert in pre-correction at least in one step of pre-correction. On your table you have a, you have a Ziploc of cards.

01:37:04

Ms. Knight: If you would open that up and some of you have more than eight people at your table. Some of you have fewer, so if you have more than eight people at your table and actually the eighth card was just to have an eighth card, it's just sort of an extra role because you know, you don't really make a grid of seven on a paper, so we have an eighth role. If you have fewer than eight or fewer than seven you're gonna double up on roles. So open this up, pass them around, and make sure everyone has a role or a step expert role that they're gonna be filling. Sorry. Okay....

01:38:00

Ms. Knight: ...If you're the facilitator that's not an expert role, that's just your team role today raise your hand. Let me see that everybody who is still the facilitator role knows who you are. I see that do we have that back there, do we know who we are, who is still the facilitator role back table? Awesome, okay good. You're gonna be facilitating this jigsaw conversation, so this is how it's gonna work. In your workbook on page 15 we're

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gonna do a jigsaw of this article. We're not gonna read the whole article, we're going to end up scanning beginning at the bottom right hand where we talk about waiting for Thomas and Jarvis to fail.

01:39:06

Ms. Knight: We're not waiting for kids to fail anymore cause we're not gonna get out on that ledge anymore. So you're gonna start scanning there, so you have a little bit of the story about a behavior concern of waiting for that problem to happen. And you also have the reading example of waiting for that reading problem to happen. So you're gonna get the background, and then you're gonna focus on your role, your expert role. And those expert roles are numbered, on the back of this article those numbers are laid out. So that's kind of the cheat sheet on what happens when you use pre-correction and without pre-correction. So that's gonna be your summary, but just to get some background information you're gonna spend the next three minutes scanning through page one bottom corner, and then parts of page two and then focusing on that little segment on the third page of your article.

01:40:06

Ms. Knight: The second and third page of the article that has your expert role. When you are finished your time keeper we're gonna give everybody three minutes, okay to finish reading and becoming the expert the jigsaw expert. Facilitator you're gonna facilitate going round robin with each expert summarizing what they read, and any ideas that generated for them in terms of how they might be addressing a predictable problem in our building, that challenging behavior or in that, your division using that particular expert role? Okay, so facilitator you're gonna be guiding that conversation. The recorder, you're gonna record some ideas that you're gonna be able to use in your action planning. All right, any questions?

01:41:02

Ms. Knight: Got it all right, so time keepers, I got a question back here. Yes? Yes you're starting down on that front corner on that front page where it says, waiting for Thomas and Jarvis to fail. You can go back and read the research another time, okay we want to be ready for lunch. Okay ready time keeper? Three minutes start.... [Tape cuts] Okay time keepers thank you. Round robin.

01:42:00

Ms. Knight: [Tape cuts] Clap once if you can hear me, sorry. Stomp twice if you can hear me, all right great job. All right we've gotten all kinds of wonderful ideas and I asked the recorder to sort of wrap up the conversation because I'd like to hear from recorders on something that jumped out for you in this conversation about pre-correction. Because a lot of the steps reflect what Kara has talked about today in front

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end loading. How do you plan for that challenging behavior, or those instructional outcomes that you're looking to reach right? So recorder do we have some brave recorders? All right. Is it Bernie?

Resp. 19: Benji.

Ms. Knight: Benji, you're intrigued. Are you still intrigued?

Resp. 19: Somewhat?

Ms. Knight: Somewhat intrigued, what is a great idea that jumped out for you?

Resp. 19: One of the biggest ideas I guess really that I picked up from this is you know, really it's, it's trial and error.

01:43:03

Resp. 19: You know, we have to go and base on what works for that individual. Certain strategies or things that we try to implement aren't gonna be effective in certain situations. So it's important for us to document what does work so that we know what to do in the future.

Ms. Knight: That's a great idea, so it's a learning process. Children don't come to us and you've got the book that says this is who you got. You can, you can have some information so the more information you have the better, but a lot of it is really watching for those cues that give us really helpful information to work with, is that right? All right thank you so much, you how many books do you have today? Just one? Yeah, which one do you have? Benji which one do you have?

Resp. 19: I've got, let's see here.

Ms. Knight: Responding to Problem Behavior, so Kara it might be great, I don't know where Kara went to find, okay another great resource. Yes recorder from over here, yes Karen.

Resp. 20: I was gonna say it's really your knowledge of students, gaining [Inaudible, 01:44:06]

01:44:06

Resp. 20: [Inaudible, 01:44:06 - 01:44:16]

Ms. Knight: Exactly, exactly, so if I'm gonna go hiking it might be helpful to know where I'm doing. It might be helpful to have a lot of information about what's involved in that kind of trek. In teaching kids the more we know about our students the better prepared

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we are for addressing their instructional needs and increasing their success. One more recorder idea, we have a lot of encouragement over here. Yes?

Resp. 21: The last paragraph of the whole thing said with the use of pre-correction appropriate behaviors are systematically taught, modeled and reinforced. That just kind of summed it all up for me.

Ms. Knight: That summed it up, and you have it on a sticky note to take with you, and put it on your mirror or put it on your desk and teach it. So that's a great focal point, so the last piece of this in the few minutes that we've got left is to look at that action planning process.

01:45:10

Ms. Knight: There was a separate handout you got that was part of your packet, and it's, we talked about smart goals yesterday. Sophia did a great job and so did Carolyn of laying out what does a smart goal look like? We're not gonna spend time completing this, but it's a way of thinking about what is a district goal? What's one of our number one goals that integrates instruction, and academics, and behavior, that is that adventure that we're really really focused on? And then focusing that goal around some critical questions about why are we in this business?

01:46:01

Ms. Knight: It's really about helping children learn. What do we want them learning and why? How often do they ask us this question, what am I gonna do with this right? Who else asks that question? Teachers ask that question, so you're probably wondering oh my gosh, Megan asked a question, what about that teacher buy in. So we've got great information here how do we make this connect to them? What are those questions that are gonna make this information relevant to them? Data is such a powerful communication tool because it's really objective. It also depersonalizes the problem so that what is it in terms of your data dashboard that Carolyn talked about really defines the problem and the opportunity? What is it? Is it attendance? Is it suspension rates? Is it achievement rates? Is it achievement rates for kids with disabilities, is it for African American males?

01:47:01

Ms. Knight: Who is it? Who is our focus? So in leaving here and probably for the rest of the day and to take home there is a way of just thinking in terms of on the second page, what is a smart goal that we have as an Rtl team? That if we were to go back and really focus on we would have it that would be addressing that big challenge that we're here looking at today, what are some of the strategies that you've learned in this session, and in yesterday's session, and in this morning's session because you know through Hattie's research what's gonna give you the biggest bang for your buck that you want to

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focus on putting in place? Who is gonna be responsible for it? When are you gonna start rolling this out? What's the data that's going to inform that that's the need, and that you're gonna use to progress monitor the change, the positive change? And then what kind of professional learning do you need to put in place and for whom?

01:48:03

Ms. Knight: And within better professional learning who is delivering it, what's gonna make this relevant to them? So we're hoping that this has been a really useful session, this is gonna create a focus for you and a bit of a plan to move forward with as we move into the end of this year of course, but really planning I think for next year at this point. So Kara I think you have a couple of reminders and that is we want to make sure that we, you know that we asked for your email addresses so that we can collect your great ideas around the practices and the strategies to send back to you. so anticipate all of your ideas coming back to you in an email, Kara I think you had one more thing. Oh we want you to acknowledge you really hard work. You all work so hard, so turn to your shoulder partner to your right and give them a good fist to palm.

01:49:00

Ms. Knight: Turn to your shoulder partner on your left and give them a good fist to palm so that we don't get ill. All right, I think lunch is served. We thank you very very much for your time.